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ABSTRACT

In 1990, the National Center for Academic Achievement and Transfer awarded partnership grants to 13 pairs of two- and four-year institutions to strengthen transfer education through attention to academic practices. The grant program was open to institutions located in the 50 largest cities in the United States. To be eligible, two-year schools needed to sustain a Black or Hispanic enrollment of at least 20%, while four-year schools had to have community college transfer students make up at least 10% of their most recent graduating classes. The 13 Partnership Grants were awarded to 26 institutions in the cities of San Antonio, Texas; Memphis, Tennessee; Baltimore, Maryland; El Paso, Texas; New York, New York; Kansas City, Missouri; Chicago, Illinois; Boston, Massachusetts; St. Louis, Missouri; New Orleans, Louisiana; and Los Angeles, California. The grants called for the two- and four-year colleges, during a 15-month period, to bring faculty and academic administrators together to work on specific projects likely to improve transfer activity between the two institutions. Each project involved commitment to either curriculum development, faculty and administrative collaboration on institutional processes needed to better manage transfer, or direct work with students to improve transfer skills. This report describes the partnership activities undertaken by the 13 pairs of schools involved in the project, and includes the names and addresses of the project directors. (JMC)

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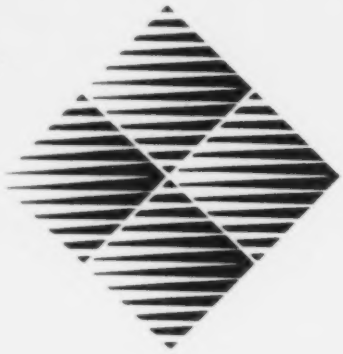

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THE PARTNERSHIP GRANT PROGRAM

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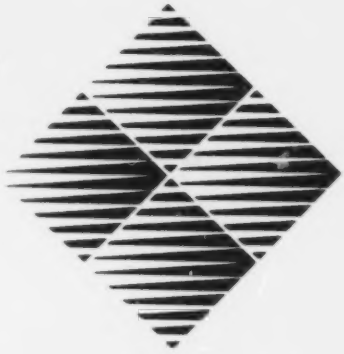

THE PARTNERSHIP GRANT PROGRAM

In April 1990, the National Transfer Center awarded Partnership Grants to thirteen pairs of two- and four-year institutions to strengthen transfer education through attention to academic practices. These awards were made after scrutiny of forty-eight proposals which were submitted, upon invitation, to the Center. The Grant Program was open to two- and four-year institutions located in the fifty largest cities in the country. Two-year schools needed to sustain a black or Hispanic enrollment of at least twenty percent (20%). Four-year schools needed to sustain at least ten percent (10%) community college transfers in their most recent graduating classes. A nationally based Grants Review Panel evaluated these proposals and agreed to provide support for the efforts described here. These thirteen Partnership Grants involve twenty-six institutions in eleven cities.

The Partnership Grants call for two- and four-year schools, during a fifteen-month period, to bring faculty and academic administrators together to work on specific projects likely to improve transfer activity between the two institutions. The projects of the thirteen pairs of schools which have received grants are briefly described here. Each of these projects involves commitment to either curriculum development, faculty and administrative collaboration focused on institutional processes to better manage transfer, or direct work with students to improve transfer skills. One or more of these emphases is reflected in the proposals which have been developed. Some partnerships see shared course development as key to improving transfer. Others focus on improving student skills as key to improving transfer. Yet others stress the role of faculty and academic departments in agreements between institutions about management of transfer as essential.

- **The University of Texas at San Antonio** and **San Antonio College**, the largest four-year and two-year undergraduate institutions respectively in San Antonio, will join faculty in a curriculum development activity resulting in the development of a core of courses for a new interdisciplinary

studies curriculum. These courses will be equivalent at both institutions and will seek to achieve learning goals mutually agreed upon by the faculty involved. A two-plus-two program, Interdisciplinary Studies will allow San Antonio College students to move directly into the University of Texas at San Antonio, a replacement for their elementary education curriculum. The effort promises to establish a permanent process of faculty consultation between the two institutions. The overall goal of this project is to facilitate the transfer of minority students who are interested in becoming teachers from the two-year to the four-year college.

PROJECT DIRECTOR: Dr. Lewis Goerner, Dean of Arts and Sciences, San Antonio College, (512) 733-2000

- **Shelby State Community College** and **Memphis State University** are establishing a transfer office at each institution. In addition, the two institutions will be equal partners in the development of a transfer council to identify general practices to foster transfer. Beyond these administrative moves, faculty in English composition and the social sciences from each institution will meet together to discuss respective curricula, pedagogy, students, and learning outcomes to assure classroom practices facilitate the transfer of students. Minority students will also directly benefit by their being involved with a series of intensive support activities to encourage their transfer to Memphis State University.

  PROJECT DIRECTOR: Dr. Edward Meadows, Dean of Academic Affairs, Shelby State Community College, (901) 528-6700

- **New Community College of Baltimore** and **Coppin State College** will collaborate in strengthening transfer in several different ways. Faculty in English, science, and mathematics from both institutions will meet together to examine courses and transfer practices. They will develop a unified approach to certifying English proficiency, and make recommendations for change at both institutions. New Community College of Baltimore will develop a one-year transfer program for students initially rejected admission by Coppin State. Successful students will then be offered admission to Coppin at the end of the freshman year. The last element of the proposal calls for the development of an integrated transfer program for students who would not normally aspire to transfer to a four-year institution. This program will focus on high-risk students.

  PROJECT DIRECTOR: Dr. Ron D. Wright, Vice President for Academic and Student Affairs, New Community College of Baltimore, (301) 396-0078

- **The University of Texas at El Paso** and **El Paso Community College** faculty will jointly engage in curriculum development activities for the purpose of revising a key English course used in transfer. They will articulate shared assignments and materials and will share standards and expectations to ensure that the course provides comparable preparation to students at both institutions. El Paso Community College students enrolled in this course will be assigned to attend class sessions at the University of Texas' library. Along with the curriculum development activities, staff from the

University of Texas will meet with El Paso Community College students, both at the university and on the students' campus, for the purpose of reducing the psychological barriers to transfer.

PROJECT CODIRECTORS: Dr. John R. Bristol, Vice President for Academic Affairs, University of Texas at El Paso, (915) 747-5725 and Dr. Enrique Solis, Jr., Vice President for Academic Affairs, El Paso Community College, (915) 594-2191

- **Kingsborough Community College** will identify 15 English-as-a-Second-Language (ESL) advanced students interested in attending **City College of New York**. ESL faculty from both institutions will meet and plan an intensive program to strengthen student reading, writing, listening, and speaking skills. Students will attend a winter intersession co-curricular program led by two ESL instructors and four tutors. Both institutions expect that the joint faculty planning will also have a long-term effect on instruction at both institutions.

  PROJECT DIRECTOR: Dr. Michael Zibrin, Provost, Kingsborough Community College, (718) 934-5661

- Twenty black and Hispanic students with 45 credits earned at **Penn Valley Community College** will be offered the opportunity to participate in an Academic Transition Program developed and offered jointly by faculty from Penn Valley and the **University of Missouri-Kansas City**. The program will offer two courses. The first course, taught at Penn Valley, will focus on reading, writing, and study skills and will emphasize critical thinking behaviors. The second course, taught at the University of Missouri, will emphasize successful transition behavior and continued practice in communication skills. A new teaching methodology called "Mediated Instruction" will involve the videotaping of lectures for the purpose of helping students to master the content while reflecting on their use of listening, note taking, questioning, and critical thinking skills. While enrolled in the program, students will be provided career mentors from minority members of the local community who are former graduates of both institutions. Successful completers of the program will be eligible for University of Missouri scholarships.

  PROJECT DIRECTOR: Dr. Wayne E. Giles, Vice Chancellor of Educational Services, The Metropolitan Community Colleges, (816) 756-0220

- Minority students who have successfully completed two semesters at **Harry S. Truman Community College** in Chicago will be eligible to take an interdisciplinary course at **Loyola University of Chicago** developed and team-taught by faculty from both institutions. This "bridge" course will allow Truman students to be exposed to the academic and physical environments of the four-year school, and will allow them to interact with students at Loyola. The course will use one or several core courses as its basis and will include an intensive writing skills component and a study strategies component. Faculty developing the course will be involved with a faculty development workshop to become more familiar with issues related to minorities.

PROJECT CODIRECTORS: Dr. Angeles L. Eames, Director, Hispanic Alliance, (312) 915-6212 and Dr. Sharon Silverman, Director of Learning Assistance, (312) 508-2741, both at Loyola University of Chicago

- **The Borough of Manhattan Community College (BMCC)** and **Hunter College** are planning new courses in science and mathematics to fulfill liberal arts requirements for BMCC students enrolled in child care/early childhood education who are seeking transfer to the teacher preparation program at Hunter College. These courses are often the key impediments for students attempting to transfer to Hunter. Faculty from both institutions will jointly develop these courses which will be taught and be required on both campuses. Using the teacher preparation project as a model, both institutions will be seeking similar solutions for facilitating transfer of BMCC students in other disciplines.

  PROJECT DIRECTOR: Dr. Paul LeClerc, President, Hunter College of The City University of New York, (212) 772-4242

- **Olive-Harvey College** will focus its attention on course content and course strengthening to meet the skills and values requirements of entrance examinations at **Chicago State University**. This will include a careful review of contents of transfer courses at Olive-Harvey and the making of modifications in syllabi as needed. Joint academic policy meetings between the two institutions will be held to propose new teaching techniques, class sizes, and course contents. Developmental courses at Olive-Harvey will be reviewed to assure they share content and values consistent with pre-baccalaureate education. This effort is part of a larger comprehensive effort at improving transfer between the two institutions.

  PROJECT DIRECTOR: Ms. Joyce Ewell, Vice President for Faculty and Instruction, Olive-Harvey College, (312) 568-3700

- A transfer council will be developed between **Northeastern University** in Boston, MA, and **Roxbury Community College** for the purpose of developing a cross registration program for 25 Roxbury minority students. Students at Roxbury Community College will take courses at Northeastern University at no additional cost. All courses taken will be credited to both the associate degree at Roxbury and the baccalaureate degree at Northeastern. Students will be tracked for the purpose of providing interventions such as mentoring, tutoring, counseling and other services. The university will assure that no student will be unable to transfer because of financial barriers. The transfer council will oversee the project and will encourage faculty innovation for the ultimate purpose of developing a joint degree program between the two institutions.

  PROJECT DIRECTOR: Dr. N. Alan Sheppard, Vice President of Academic Affairs, Roxbury Community College, (617) 541-5303

- **St. Louis Community College at Forest Park** and the **University of Missouri-St. Louis** will establish a faculty-based transfer-oriented Academic Transfer Center. This Center will be the focal point for instructional faculty to: (1) identify potential students, (2) provide appropriate instructional

and emotional support, (3) establish links with the partnership institution, (4) facilitate the actual transfer of students to the University of Missouri, and (5) maintain the nurturing environment needed to support students from admissions to St. Louis Community College through graduation at the university. Together, faculty at both institutions will engage in curriculum development activities to restructure the liberal arts curriculum, emphasizing writing across the curriculum, critical thinking, interdisciplinary learning, and other pedagogical methods. Students will be provided with a variety of support services through the development of faculty-student mentor teams to help them succeed in the program.

PROJECT CODIRECTORS: Dr. William R. Kennedy, Dean of Instruction, St. Louis Community College at Forest Park, (314) 644-9282 and Dr. Blanche M. Touhill, Vice Chancellor for Academic Affairs, University of Missouri-St. Louis, (314) 553-5371

- Recent legislation in Louisiana to establish a statewide system of community colleges has changed the nature of the relationship between the **University of New Orleans (UNO)** and **Delgado Community College**. As part of a legislative mandate, the University of New Orleans has moved from being an open-door institution to one with established admissions requirements. Students previously going directly to UNO will now most likely be attending Delgado. Both institutions see the necessity for establishing an effective system of transfer articulation. A liaison officer will be assigned to each organization to manage the project under the guidance of a joint task force. Activities will include a faculty teaching exchange in the areas of math and English, a system of support and outreach for 200 disadvantaged and minority students attending Delgado, and a system of feedback from UNO to Delgado to assess progress.

  PROJECT DIRECTOR: Dr. William J. Hierstein, Provost and Vice President for Academic Affairs, Delgado Community College, (504) 483-4140

- **Los Angeles Southwest College (LASC)** and **UCLA** are attempting to improve opportunities for minorities in the South Central Los Angeles area, a designated economically depressed community. The Alternative Transfer Partnership will have faculty from the Center for the Study of Urban Poverty at UCLA working with faculty from LASC to establish a nucleus of a liberal arts-based transfer curriculum. The central feature of this curriculum is its intent to help students see how education in professions, of immediate importance to them, can address the issues of poverty and mobility and assist them in effecting change in their communities and personal lives. Students will be provided a sheltered transfer experience and gradual entrance into the university community by developing an association between minority students at both institutions. Additionally, each student will be offered work experiences in the community to tie together theoretical issues with actual field experiences. Thirty-five students will be recruited from high schools with significant minority enrollment and with low college-going rates. A transfer council will oversee the project.

  PROJECT DIRECTOR: Dr. Ned Doffoney, Vice President for Academic Affairs, Los Angeles Southwest College, (213) 777-2225

Partnership Grant summaries compiled by Dr. Aram L. Terzian, Division Dean, Community College of Philadelphia.

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